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ABSTRACT

The guide is intended to help Massachusetts school districts evaluate local educational programs serving visually handicapped students. The document is composed of two self study questionnaires: one to be completed by the teacher of visually handicapped students and one to be completed by administrators or supervisors in charge of the program. The assessment is explained to be useful either for internal assessment of the program involving only the teacher and supervisor or as internal assessment with the results being validated by the State Division of Special Education. The self study questionnaire intended for teachers addresses such program aspects as background information, teacher's caseload, teacher's activity schedule and time spent after normal school hours, and acquisition of skills in a variety of areas, including developmental patterns in visually handicapped learners; selection, design, and/or modification of specialized criteria; instructional strategies; and utilization of resources. The administrator's questionnaire focuses on such aspects as roles and responsibilities and budgetary provisions. (CL)

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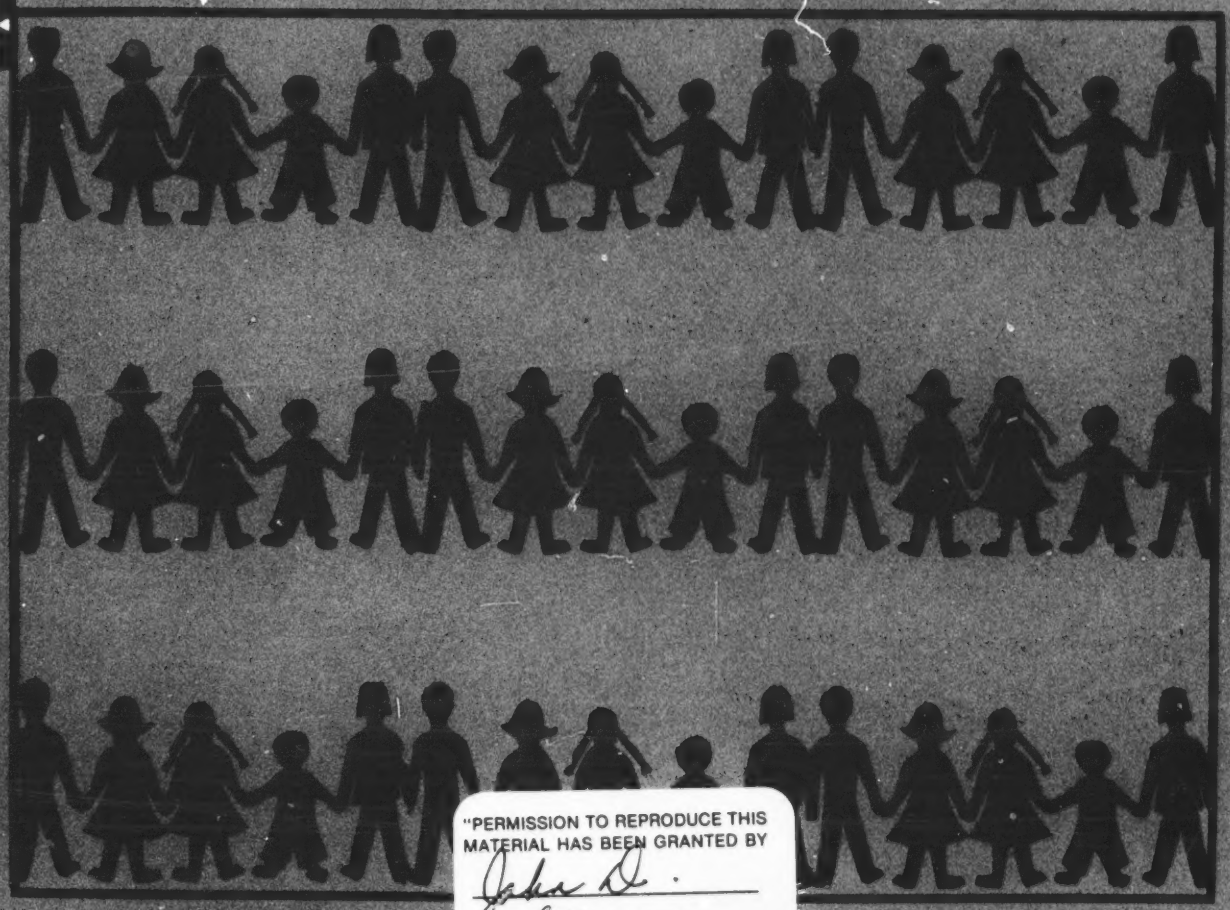
PROGRAM ASSESSMENT GUIDE FOR PUBLIC SCHOOL SPECIAL EDUCATION SERVICES TO VISUALLY HANDICAPPED STUDENTS

APRIL 1981



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PROGRAM ASSESSMENT GUIDE FOR PUBLIC SCHOOL SPECIAL EDUCATION SERVICES TO VISUALLY HANDICAPPED STUDENTS

JANUARY 1981

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1 PROGRAM ASSESSMENT OVERVIEW

Purpose of the Program Assessment Guide

The purpose of this program assessment guide is to provide Massachusetts school districts with an appropriately designed process for the study of locally organized special education services to visually handicapped students which are being conducted pursuant to the provisions of Chapter 766 of the Acts of 1972. This Comprehensive Special Education Law, while non-categorical in its thrust, requires the provision of appropriate programs and services commensurate with a student's diagnosed educational needs and provided by professional personnel trained to meet these specific needs. Recognizing this obligation, Massachusetts cities and towns have developed a formidable amount of locally provided special education services to visually handicapped students age 3 - 21 years. This specific program assessment instrument is therefore designed to assist Massachusetts teachers of visually handicapped children and their local supervisors in the important cooperative process of program study in order that the ongoing effectiveness of services may be carefully examined, and that consequent elements of necessary change may be implemented to meet the needs of the particular population of students being served.

The program assessment instrument is designed to bring together pertinent information concerning the formative aspects of programs which serve visually handicapped children. The instrument does not measure program success in relation to individual pupil performance. It does, however, allow local school district personnel to mutually examine in a comprehensive manner the program's technical assistance elements which have been generally accepted in the field of education of visually handicapped children as essential to the specialized support of the visually handicapped student in a public school education program. In addition, the instrument will lead the school district in the examination of these specialized technical aspects as they mesh with over-all requirements of the special education law and consequent program recommendations as issued by the Department of Education.

General Use of The Program Assessment Guide

The program assessment guide has two major components: a) a self-study questionnaire to be completed by the teacher of visually handicapped and b) self-study questionnaire to be completed by one or more of the local special education administrators or supervisors having direct responsibility for the program. These questionnaires may be used in either of the following ways:

1. As an internal assessment whereby only the teacher and supervisor(s) are involved in the completion of the questionnaires and consequent review and discussion;

2. As an internal assessment as in number 1 above, with the questionnaire results being validated by an appropriate Division of Special Education staff member.

General Program Assessment Outcomes

It is to be understood that school district personnel utilizing this assessment guide do so with the firm belief that a program for visually handicapped children is an important part of any comprehensive special education program within a local community. This being the case, such a program is deserving of study in order to fully appreciate its areas strength and weakness. Any pattern of apparent weakness therefore must be dealt with in terms of program readjustment in order that the particular needs of visually handicapped children may be more successfully met. Lacking the acknowledgment of these basic principles renders the program assessment process futile for all persons concerned.

Specific Guidelines for Use of the Program Assessment Guide

It is suggested that the following procedures be followed by local school district personnel using the program assessment guide in order that the entire process may be thoroughly understood and accurately completed:

A. Guidelines for Internal Assessment Without Validation by the Division of Special Education.

1. When it has been mutally agreed by the teacher of visually handicapped and the appropriate local supervisor(s) that a program assessment is to be undertaken, a joint meeting should be scheduled in order to review the basic nature of the assessment process and the instrument itself. The teacher's and administrator's questionnaire should be mutally discussed in order to clarify the meaning of all areas addressed in the instrument itself. Appropriate Division of Special Education staff will be available for assistance if necessary in clarifying any areas in question.

2. A time line for completion of the questionnaires should be agreed upon. This should not run beyond two weeks in order to preserve some continuity of thought as the questionnaires are completed.

3. Any necessary release time from the teacher's instructional activities should be negotiated in order to do research of information required in the questionnaire.

4. The completed questionnaires should then be mutally exchanged between the teacher and administrator(s), with a period of one week allowed for study of the responses and formulation of discussion items for a subsequent joint meeting between the teacher and administrator(s).

5. A joint meeting between the teacher and administrator(s) should be held immediately following the mutual exchange and study period noted above. This meeting, of course, serves as the focal point of the whole program assessment process. It is the point where teacher and administrator(s) have an opportunity for open exchange concerning aspects both positive and negative which are brought out in the comprehensive questionnaire responses. Additionally it is an opportunity, perhaps obtained for the first time, in which both teacher and administrator(s) have the entire array of program components described, thereby providing for a mutual understanding of the basic nature of the program and a framework in which to make wise decisions regarding program adjustments to better meet the needs of students being served.

6. Any process of program assessment requires that a consequent method for the management of change be available in order that mutally agreed areas of program weakness may be successfully corrected. At the conclusion of the joint review meeting between the teacher and administrator(s) an Agreed Plan for Program Improvement (form provided at the end of each assessment questionnaire) should be mutually drawn up by the teacher and administrator(s) in which key program issues requiring action on the part of the teacher and/or administrator(s) are outlined, together with proposed strategies for change, designation of responsible person(s) for effecting the change and agreed time lines for the accomplishment of the agreed action(s). A copy should be forwarded to the Division of Special Education. It is through this final activity that issues found to be of mutual concern on the part of both teacher and administrator are finally set within an accountable framework for program change.

B. Guidelines for Internal Assessment to be Validated by the Division of Special Education.

In programs for the visually handicapped where it has been decided that an appropriate staff member of the Division of Special Education is to be involved in the review and discussion of the self study questionnaires, the guidelines as set forth in section A above should be followed with the addition of the following elements:

1. The Division of Special Education staff member is involved in the initial planning meeting noted in section A (1) above.

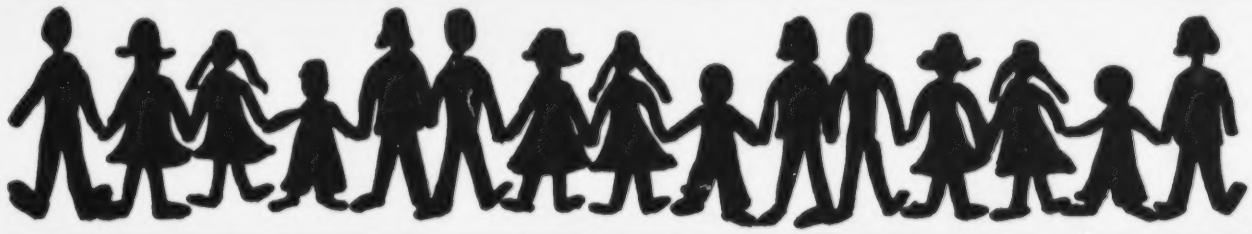
2. The Division of Special Education staff member receives copies of the completed questionnaires for review as noted in Section A (4) above.

3. The Division of Special Education staff member may request to perform a random review of visually handicapped pupil's educational plans subject to the provisions of the Student Record Regulations promulgated by the State Board of Education.

4. The Division of Special Education staff member participates in the joint meeting as noted in section A (5) above in order to offer comments and recommendations to be considered in the development of the Agreed Plan for Program Improvement as noted in Section A (6) above.

5. The Division of Special Education is sent a copy of the Agreed Plan for Program Improvement in order that ongoing assistance may be offered the teacher and administrator in accomplishing the actions indicated and for necessary follow-up activities by the Division of Special Education.

2 PROGRAM ASSESSMENT QUESTIONNAIRE: TEACHER OF VISUALLY HANDICAPPED



I. Program Background Information

1. Program Type (Check one or more)

____ Itinerant. . . . . Percent of time: _____%

____ Resource . . . . . Percent of time: _____%

____ Substantially Separate . . . . Percent of time: _____%

____ Other (Specify). . . . . Percent of time: _____%

2. School District Census and Service Information

Part A. Total Census Information

In reporting the census information below in the columns marked RS, TC, IA, PB, IE and PS, please indicate the number of visually handicapped students identified in each school district you serve by grouping students according to the placement definitions below:

RS - Regularly scheduled instructional and/or counseling services of visually handicapped. (Prototype 502.2, 502.3, 502.4).

TC - Irregular visits to student and his teachers within the regular classroom for consultation services only. (Prototype 502.1).

IA - A visually handicapped student enrolled in the public school but requiring no services of the teacher of the visually handicapped and is being carried as "inactive" for census purposes only.

PB - Enrolled in an approved Private School for the Blind. (Prototype 502.5, 502.6).

IE - Enrolled in a state Bureau of Institutional Schools Program.

PS - Enrolled in a regular private or parochial school at no expense to the Commonwealth or local school district.

Note that the number of students you place in the column marked "Total" should be the sum of all pupils indicated in the placement columns, and therefore should represent the total identified number of visually handicapped students in that city or town, whether or not the pupil is receiving your services. Please circle the name of the city or town if there is another teacher of visually handicapped serving that community in addition to yourself.

City/Town	% of instructional time served	Pupil Census						Total	Regular School Population (K-12)
		RS	TC	IA	PB	IE	PS		

Part B. Teacher's Employment Status:

By which school district(s) are you formally employed (via teaching contract).

City/Town — Percent of Salary

_____ _____%

_____ _____%

_____ _____%

Other employment status: (Describe)_____

_____

_____

Part C. Teacher's Caseload Profile:

Indicate the number and type of students that you serve by answering the questions below. Additionally, include in the space provided the percent of your total instructional time spent with each type of student.

Note that the total amount of time indicated may equal more than 100% because of overlapping categories of students.

	No.	%
1. Of the total number of visually handicapped students, how many have multiple handicaps? (A child who in addition to a visual impairment, has at least one other disability is classified as multiply handicapped. This classification is applied without regard to the extent of either disability.)	_____	_____
2. Of the total number of visually handicapped students, how many are legally blind? (20/200 or less in the better corrected eye or a central visual acuity of more than 20/200 if there is a field defect in which the pheripheral field has contracted to such an extent that the widest diameter of visual field subtends an angular distance no greater than 20 degrees.)	_____	_____
3. Of the total number of legally blind students, how many are multiply handicapped?	_____	_____
4. Of the total number of visually handicapped students, how many are partially sighted? (Better than 20/200 in the best corrected eye and require your special services and/or materials.)	_____	_____
5. Of the total number of partially sighted students, how many are multiply handicapped?	_____	_____
6. Of the total number of visually handicapped students, how many are totally blind? (i.e. non-visual learners)	_____	_____
7. Of the total number of totally blind students, how many are multiply handicapped?	_____	_____
8. Record the number of visually handicapped students served by grade level:		
Pre-school (Ages 3 - 4)	_____	_____
Elementary (Grades K - 6)	_____	_____
Junior High (Grades 7 - 8).	_____	_____
Secondary Grades (Grades 9 - 12).	_____	_____
Ungraded	_____	_____

Part D. Teacher's Activity Schedule:

The purpose of this part of the assessment is to measure the amount of time you spend in various teaching activities. Seven teaching activities are listed in the left hand column of the following table. The activities are described below:

1. Assessment and Evaluation	formal and informal diagnosis.
2. Educational and Instructional Strategies	curriculum development, teaching strategies and instruction.
3. Guidance and Counseling	guidance and counseling services to visually handicapped students, parents, teachers, etc.
4. Administration and Supervision.	supervision of personnel and evaluation of instructional programs.
5. Media and Technology	utilization of various media and technological devices.
6. School-Community Relations	involvement with public and private institutions for the purpose of improving services for the visually handicapped student.
7. Research	define, critique, and analyze research efforts that pertain to the education of the visually handicapped.

Referring to the shortened example table following, first indicate the percentage of your total regularly scheduled work time per school year spent on each of the major TEACHING ACTIVITIES placing the percentages in the appropriate space in the first column of the grid. Please use a typical year. If this is your first year performing these functions, estimate from present experience. Time spent after normal school hours should not be included here, but will be recorded later in the questionnaire.

Next, break down the percentages of time you recorded for each TEACHING ACTIVITY according to the amount of time spent directly with the categories given under TIME SPENT DURING SCHOOL HOURS. For example, assume that your total working time is divided between TEACHING ACTIVITIES one and two with fifty percent allotted to each. (Refer to the example below.) Suppose that all the time devoted to TEACHING ACTIVITY number one is spent with students and that the time devoted to category two is distributed among Desk Work - 20%, Students - 15% and Classroom Teachers - 15%. Under these circumstances the response to part two would be as follows:

EXAMPLE

TIME SPENT DURING SCHOOL HOURS

* * * * * *

TEACHING ACTIVITIES	Percent	Desk Work	With Students	With Classroom Teachers	With Other Specialist	With Parents	With Other
1. Assessment & Evaluation	50		50				
2. Educational & Instructional Strategies	50	20	15	15			

TIME SPENT DURING SCHOOL HOURS

TEACHING ACTIVITIES	Total %	Desk Work	With Students	With Classroom Teachers	With Other Specialists	With Parents	With Others (Explain)
1. Assessment & Evaluation							
2. Educational & Instructional Strategies							
3. Guidance & Counseling							
4. Administration & Supervision							
5. Media & Technology							
6. School-Community Relations							
7. Research							
	100%						

TIME SPENT AFTER NORMAL SCHOOL HOURS

1. What is the approximate total number of hours spent per year on school activities after normal school hours? _____

2. Please indicate the approximate number of hours for each of the activities in which you are involved: HOURS

   a. Professional growth experiences (additional course work, in-service training, etc.) _____

   b. Parent/Teacher Associations and other school-community groups _____

   c. Educational organization meetings (board of education, professional organizations, etc.) _____

   d. Parent counseling _____

   e. Preparation of materials _____

   f. Teacher consultations _____

   g. Other (Please List) _____

(Parts c and d above as excerpted from A.F.B., A National Study on Competency Based Curriculum for Teachers of the Visually Handicapped. Susan Jay Spungin, 1975.)

Part E. Teacher's Transportation (Itinerant Programs Only)

Average mileage driven between schools each week (miles) _____

Average driving time between schools each week (hours) _____

Part F. Support Personnel

1. What support personnel are available to you or your students in carrying out educational services

	No.	Hours per week
Braille Transcribers	_____	_____
Subject matter tutors	_____	_____
Classroom Aides	_____	_____
Clerical Staff	_____	_____

Other (explain)

_____

_____

2. Describe the typical roles and responsibilities of subject matter tutors (if any) utilized in your program.

_____

_____

_____

3. Describe the typical roles and responsibilities of classroom aides (if any) utilized in your program.

_____

_____

_____

Note: In completing the remainder of the questionnaire, if there are comments which only apply to particular cities or towns which you serve, please precede each comment with the name of the city or town to which it specifically applies. Comments which are not noted with a particular city or town shall then be interpreted as applying to all districts which you serve.

II. Program Administration and Supervision

1. To whom are you directly responsible: (e.g. principal, Director of Special Education) _____

_____

_____

2. What is the frequency of contact with this supervisor(s)?

_____

_____

3. Describe the process by which you relate your program needs to your local supervisor. _____

_____

_____

4. How often are you evaluated and by whom?_____

_____

_____

5. Approximate date of last evaluation._____

_____

6. What were the outcomes of that evaluation process?_____

_____

_____

7. Are you regularly included in your Supervisor's special education staff meetings Yes_____ No_____

Comment:_____

_____

_____

_____

_____

III. Student Screening, Evaluation and Program Design

1. Pupil Screening (Organic vision impairments, not visual perceptual).

(a) Describe your role, if any, in the local Chapter 766 vision screening program.

(b) What vision screening instruments are used for 3 and 4 year olds?

(c) What vision screening instruments are used for K thru grade 12?

(d) Describe other case finding approaches which you employ in identifying visually handicapped students in your school district(s). (Attach sample forms, if any.)

(e) Describe any specific difficulties which you encounter in your case finding activities.

2. Student Evaluation and Student Program Design

(a) Do you participate in the TEAM evaluation process on all visually handicapped pupils identified in your school district(s)?

Yes_____ No_____

Comment:_____

_____

_____

(b) Describe your typical role as a TEAM member. _____

_____

_____

_____

_____

_____

_____

(c) What formal evaluation instruments do you typically use in providing educational/vision assessments? _____

_____

_____

_____

(d) What informal techniques do you typically use in providing educational/vision assessments?_____

_____

_____

_____

(e) What is the method of reporting your educational/vision assessment results to the TEAM?_____

_____

_____

_____

(f) Do you have adequate opportunity to explain your assessment results in the TEAM meeting?

(g) How would you describe the usual impact of your assessment results and consequent recommendations in regard to the final design of the student's educational plan?

(h) Do you write the long and short term objectives of the plan with regard to the student's visual constraints?

(i) Do you state the types, amounts and frequency of services which are necessary for the student to achieve these objectives?

(j) Do you state the types of materials and equipment necessary to enable the pupil to meet these objectives?

(k) Do you routinely do an educator's assessment of the student's mobility functioning?

(l) What criteria do you use in recommending formal peripatology evaluation and/or instruction?

(m) Are all visually handicapped students seen by an eye specialist not more than 6 months prior to the educational assessment?

(n) What criteria do you use in recommending evaluation and/or rehabilitation by a low vision specialist?

(o) If a psychological assessment is to be performed, is it conducted by a psychologist experienced and/or qualified to test the visually handicapped?

(p) If not, what technical support is available to the regular psychologist prior to testing?

(q) Do you state the transportation needs of the student as they relate to visual constraints?

(r) Do you state the physical education needs of the student as they relate to visual constraints?

_____

_____

(s) Do you state any modifications (if any) for the student's participation in the local Basic Skills Improvement Program?

_____

_____

_____

IV. Review of Student Progress

1. Do you participate in the annual review of educational plans for all visually handicapped students whom you serve?

   Yes_____ No_____

2. Describe your exact responsibilities in this process.

   _____

   _____

   _____

   _____

3. Is one person designated as a liaison with the TEAM for each visually handicapped pupil in your school district?

   Yes_____ No_____

4. Do you submit written reports of progress at least quarterly to the student's parents, to the TEAM and/or to other school officials?

   Yes_____ No_____

5. What is the structure and/or format for such reports? (Describe or attach sample report form.)

   _____

   _____

   _____

   _____

6. How are modifications made in an educational plan prior to an annual review or a re-evaluation?

_____

_____

_____

_____

7. Describe the process for re-evaluating a visually handicapped student if you should decide the educational plan is not benefiting the student.

_____

_____

_____

_____

_____

8. Do you participate in the annual review of educational plans for visually handicapped students placed out-of-district (502.5 and 502.6)?

Yes_____ No_____

Describe this process whether undertaken by yourself or another school official.

_____

_____

_____

_____

_____

9. Do you actively facilitate the re-evaluation of visually handicapped students by eye specialists <u>at least</u> tri-annually?

Yes_____ No_____

Describe below or attach other descriptive information you have developed to effect this process.

_____

_____

_____

_____

10. Do you maintain an ever-current record of your planned and completed activities with the students whom you serve?

Yes_____ No_____

11. What <u>criteria</u> do you use in terminating your services to students?

12. What is the process for terminating your services to students?

V. Description of Teacher's Technical Assistance Skills, Practices and Needs

(Skill areas as excerpted from Competency Based Curriculum for Teachers of the Visually Handicapped, American Foundation for the Blind, New York, June 1975.)

READ CAREFULLY

Instructions for Completion of this Section:

For each specific skill noted below, the teacher should indicate by checking the appropriate column if such specific skill, a) has been "acquired" via formal professional preparation and/or in-service experience, or b) has been "not acquired". If the teacher judges that the skill has been acquired, he should check one of the four columns following, indicating the general frequency in which he finds himself practicing such skill on the job. If the skill has not been acquired, the teacher should indicate the general frequency with which he finds himself in need of such skill on the job. Please note that no teacher is expected to have acquired all skills listed. If the skill has been checked "acquired" but the teacher judges himself now to be insufficiently prepared to practice that skill, the column "Competency Update Needed" should be checked.

SKILL AREA I

DEVELOPMENTAL PATTERNS IN VISUALLY HANDICAPPED LEARNERS

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:"							
1. Analyze the relationship between etiology of visual loss and their effects on development.							
2. Identify the impact on development of age of onset and varying degrees of visual loss.							
3. Identify the factors which may enhance or inhibit social, emotional, and physical development.							
4. Analyze the interactive effects of combination of handicaps in specific visually handicapped learners.							
5. Identify potential problems associated with visual impairments such as mobility communication skills and stereotypical behaviors.							

SKILL AREA II

ASSESSMENT OF VISUALLY HANDICAPPED LEARNERS

USING A VARIETY OF INFORMATION AND FORMAL PROCEDURES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Interpret assessment information available to the teacher as it relates to visually handicapped learners.							
2. Identify types of informal assessment procedures appropriate for visually handicapped learners.							
3. Identify a variety of formal educational assessment procedures and instruments appropriate for visually handicapped learners.							
4. Select, adapt, and/or develop instruments for assessing specific skills of visually handicapped learners, including functional vision.							
5. Utilize observational techniques in both formal and informal assessment.							

SKILL AREA II

ASSESSMENT OF VISUALLY HANDICAPPED LEARNERS

USING A VARIETY OF INFORMATION AND FORMAL PROCEDURES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
6. Administer and chart/ profile informal assessment data in all developmental skill and curricular areas.							
7. Analyze results of informal and formal assessment given to a variety of visually handicapped learners.							
8. Interpret results of informal and formal assessment data for a variety of visually handicapped learners.							
9. Report results of informal and formal assessment data for a variety of visually handicapped learners.							
10. Interpret information about assessment of visually handicapped learners to parents, the student and other school personnel.							

SKILL AREA III

SELECTION, DESIGN AND/OR MODIFICATION OF SPECIALIZED CURRICULA

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Identify the areas of specialized curriculum for the visually handicapped learner.							
2. Select, design and/or modify instructional programs for visually handicapped learners, including, but not limited to body image, spatial orientation, directionality, classification, movement, seriation and conservation.							
3. Select, design and/or modify a sequential instructional program to meet the specific communication needs of the visually handicapped learner, including, but not limited to reading, writing, typing, listening, verbal and nonverbal communication.							
4. Select, design and/or modify a sequential instructional program to meet the specific social and/or independent living skills of visually handicapped learners, including, but not limited to personal (continued)							

SKILL AREA III

SELECTION DESIGN AND/OR MODIFICATION OF SPECIALIZED CURRICULA
(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
hygiene, clothing, human sexuality, food preparation, financial management.							
5. Select, design and/or modify a sequential instructional program to teach basic orientation and mobility skills to a variety of visually handicapped learners, such as trailing, sighted guide techniques, room orientation, sound localization, protective techniques, direction techniques.							
6. Select, design and/or modify a sequential instructional program to meet the specific pre-vocational and career education needs of a variety of visually handicapped learners such as: career goals, interpersonal relations, interview techniques, job applications, work experience, career awareness, career exploration and career preparation.							

SKILL AREA III

SELECTION DESIGN AND/OR MODIFICATION OF SPECIALIZED CURRICULA

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
7. Secure information and resources regarding pre-vocational and career education for visually handicapped learners.							
8. Describe the problems and remediations related to the development of ocular-motor skills in visually handicapped learners such as focus, tracking, accommodation, eye-hand coordination etc.							
9. Describe the sequence of development in visual perceptual learning.							
10. Describe the problems in visual perception specific to visually handicapped learners such as discrimination, recognition, visual closure, etc.							
11. Describe the problems and remediations related to auditory processing in visually handicapped learners such as attention, sound localization, ear-hand coordination, auditory memory,etc.							

SKILL AREA III

SELECTION DESIGN AND/OR MODIFICATION OF SPECIALIZED CURRICULA

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
12. Describe the problems and remediations related to language development in visually handicapped learners such as "verbal unreality."							
13. Use basic sign communication systems with multiply handicapped learners.							
14. Identify stages of development in tactual learning such as: texture discrimination, shape recognition, familiar objects, topographical, Euclidean and geometric.							
15. Describe the uses of tactual learning as an alternative to visual learning.							
16. Describe specific problems and remediations of tactual learning in visually handicapped learners such as pincer grasp, models and maps and braille reading errors.							

SKILL AREA III

SELECTION DESIGN AND/OR MODIFICATION OF SPECIALIZED CURRICULA
(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
17. Identify a series of activities and exercises to promote gross and fine movement and motor development.							
18. Select, design and modify program designed to enhance/teach the visually handicapped child to utilize play skills.							
19. Design an instructional program that will prepare the visually handicapped to respond appropriately to the reactions of the seeing population.							
20. Develop behavioral objectives and task analysis approaches to implement the individualized educational program for visually handicapped learners.							

SKILL AREA IV

OPERATION OF MEDIA AND DEVICES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Read and write standard English braille.							
2. Read and write elementary braille mathematics.							
3. Locate and use more advanced information in areas such as foreign language braille, braille music, and scientific notation.							
4. Make necessary adjustments in print formats to make them more appropriate for tactile reading.							
5. Evaluate print material for specific visually handicapped learners and plan necessary adjustments for ease in reading.							
6. Adapt various devices used for mathematics education of the sighted to use for the visually handicapped learner.							

SKILL AREA IV

OPERATION OF MEDIA AND DEVICES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
7. Select calculators appropriate to the specific needs and requirments of the child.							
8. Operate and describe functions of various devices developed specifically for mathematics education of visually handicapped learners such as cubarithm, braille thermometers, rulers and scales, etc.							
9. Use the abacus in the four basic operations.							
10. Operate and care for recording and listening equipment.							
11. Operate and care for braillewriters, typewriters, slate and stylus, handwriting devices, raised line drawing kit.							

SKILL AREA IV

OPERATION OF MEDIA AND DEVICES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
12. Use and care for technical machines and devices including, but not limited to therma-form, CCTV, Optacon, reading machine.							
13. Locate specialized media and/or devices based upon the unique needs and requirements of the learner.							
14. Outline a plan for the use of media and devices necessary for the visually handicapped learner to other school personnel, parents and community workers.							

SKILL AREA V

INSTRUCTIONAL STRATEGIES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:"							
1. Describe applicability of general learning theory to visually handicapped learners.							
2. List and discuss basic principles inherent in instructional strategies specifically for visually handicapped learners.							
3. Select and adopt appropriate instructional strategies for teaching subject area content (reading, spelling, math, social studies, etc.) to individuals and groups of visually handicapped learners.							
4. Select or design instructional strategies in these areas: a) Listening skills b) Utilization of low vision c) Daily living skills d) Typing e) Motor development f) Sex education g) Basic orientation and mobility							

SKILL AREA V

INSTRUCTIONAL STRATEGIES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
5. Select or design procedures for interpretation of basic principles for visually handicapped learners to other school personnel, parents, and community workers.							

SKILL AREA VI

UTILIZATION OF INSTRUCTIONAL MATERIALS, MEDIA, DEVICES, AIDS, ETC.

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:"							
1. Analyze basic media in terms of sensory modalities through which they operate: visual, tactile, auditory, etc.							
2. Evaluate and select appropriate instructional materials and equipment to enhance learning in content areas, i.e., models for health, sex education, social studies, etc.; tapes, maps.							
3. Determine loan sources for given media.							
4. Determine sources for specific media especially for visually handicapped learners.							
5. Identify sources of existing standards for the production of sound, recorded, braille, print, tangible aids, illustrations, etc.							

SKILL AREA VI

UTILIZATION OF INSTRUCTIONAL MATERIALS, MEDIA, DEVICES, AIDS, ETC.

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:"							
6. Identify principles of media development for visually handicapped learner's needs.							
7. Identify principles of media development in content areas.							
8. Identify principles of media development feasible in specific school setting or within given parameters.							
9. Provide direction to volunteer and others in appropriate adaptation and editing of materials.							
10. Describe procedures for proper care, use and storage of a variety of media for visually handicapped learners.							
11. Assist other school personnel, visually handicapped learners, and parents to understand the principles of use of media in their education.							

SKILL AREA VI

UTILIZATION OF INSTRUCTIONAL MATERIALS, MEDIA, DEVICES, AIDS, ETC.

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
12. Instruct visually handicapped learner, parents, and school personnel in care, use and storing of media.							
13. List sources for repair of media for visually handicapped learners.							
14. Apply nationally accepted standards to plans for production of teacher-made or volunteer produced media for visually handicapped learners.							

SKILL AREA VII

IDENTIFICATION AND PROVISION OF APPROPRIATE COUNSELING AND GUIDANCE SERVICES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Identify potential strengths of an individual visually handicapped learner.							
2. Identify real and perceived needs for guidance services.							
3. Involve and communicate with ancillary personnel in meeting individual needs of visually handicapped learners.							
4. Collect, record and utilize relevant guidance information in an ethical manner.							
5. Plan an interview and select appropriate techniques for conducting an interview to attain a specific goal.							
6. Help visually handicapped children to develop a realistic self-concept.							
7. Outline a plan to transmit appropriate counseling and guidance services to visually handicapped learners.							

SKILL AREA VII

IDENTIFICATION AND PROVISION OF APPROPRIATE COUNSELING AND GUIDANCE SERVICES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
8. Demonstrate ability to provide appropriate guidance and counseling to visually handicapped learners.							
9. Demonstrate ability to organize activities which facilitate visually handicapped learner's friendships with nonhandicapped learners in the community.							
10. Evaluate relationships between visually handicapped learner and family members.							
11. Identify specific negative family interactions, e.g., lack of verbal communication, fostering dependent behavior, etc.							
12. Describe and explain goals of the education program to family members.							
13. Record visually handicapped child's progress in a way that can be understood by family members.							

SKILL AREA VII

IDENTIFICATION AND PROVISION OF APPROPRIATE COUNSELING AND GUIDANCE SERVICES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
14. Develop strategies to encourage continuation of educational goals in the home.							

SKILL AREA VIII

UTILIZATION OF LOCAL, STATE, AND NATIONAL RESOURCES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Identify national and state legislation and public policy which affect service delivery.							
2. Describe the specific type or types of services which each agency provides and the economic basis for the service.							
3. Identify procedures for implementing legislation and policy.							
4. Identify the major resources available through national, state, and local agencies.							
5. Demonstrate skill in analysis of community structures and inter-relationship of agencies.							

SKILL AREA IX

KNOWLEDGE OF AND OPPORTUNITY FOR RESEARCH

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Identify basic language concepts and techniques of research.							
2. Apply research findings to evaluating educational practices for visually handicapped learners.							
3. Identify and use research information							
4. Identify research findings and additional needs regarding educational instruction and technology.							
5. Outline a plan for and participate in research with visually handicapped learners.							

SKILL AREA X

MEMBERSHIP IN THE TEACHING PROFESSION - COMMITMENT TO IMPROVE SERVICES

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Describe various attitude and value systems in different areas and cultures where I work.							
2. Write a philosophy regarding visually handicapped learners.							
3. Examine and react to written materials, stated philosophy, and practices of individuals and groups where there are questions of misrepresentation, exploitation, or unethical practices detrimental to visually handicapped persons.							
4. Devise and implement a plan for professional growth based on current and changing needs of the individual and the profession.							
5. Demonstrate professionalism through memberhship and active involvement in selected professional organization.							

SKILL AREA X

MEMBERSHIP IN THE TEACHING PROFESSION - COMMITMENT TO IMPROVE SERVICES

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
6. Demonstrate commitment to the teaching profession through active involvement in civic and legislative groups which are agents for change.							
7. Make a plan as an advocate for the visually handicapped.							

SKILL AREA XI

TEACHER'S ADMINISTRATION OF PROGRAM

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:"							
1. Report on sources and costs of specialized media required by visually handicapped learners.							
2. Prepare and/or manage an administrative budget for a specific instructional program for visually handicapped learners.							
3. Demonstrate accountability for media used by visually handicapped learners.							
4. Participate in the selection, screening, orientation, and direction of activities of paraprofessionals, ancillary personnel and volunteers.							
5. Develop a flexible schedule for each visually handicapped learner which recognizes special needs in a regular school program.							
6. Identify educational implications of alternative program options in relation to specific needs of individual visually handicapped learners.							

SKILL AREA XI

TEACHER'S ADMINISTRATION OF PROGRAM

(continued)

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 7. Offer consultant services to all staff involved with visually handicapped learners.							
8. Develop strategies for the acceptance of the visually handicapped child by peers, staff and administration.							
9. Offer counseling to the visually handicapped learners relating to acceptance by peers, staff and administration.							
10. Offer practical suggestions to regular classroom teachers concerning the utilization of activities necessary for visually handicapped learners, but suitable for all learners, e.g., listening skills.							
11. Outline a plan to communicate with other school personnel, parents and community regarding the delivery of services to visually handicapped learners.							

SKILL AREA XII

EVALUATION OF INSTRUCTIONAL SEQUENCES AND OVERALL PROGRAM EFFECTIVENESS

SKILL	ACQUIRED	NOT ACQUIRED	PRACTICE/NEED REGULARLY	OFTEN	SELDOM	NEVER	COMPETENCY UPDATE NEEDED
"I Can:" 1. Describe models of program evaluation.							
2. Engage in overall program evaluation, including development of instruments and techniques, data analysis, and accurate reporting, and implementation of findings.							
3. Relate state and/or national published educational standards to specific aspects of an on-going program, and to make plans for bringing program elements into harmony with those standards.							
4. Outline a plan to use specific standards in evaluation of a school program.							

VI. Physical Facilities, Equipment, Materials and Supplies

1. Is the instructional space provided for you properly ventilated, heated or cooled? Yes_____ No_____

   Comment:_____

   _____

   _____

2. Is appropriate lighting available within the instruction space you use? Yes_____ No_____

   Comment:_____

   _____

   _____

3. Are instructional spaces provided for itinerant and permanently assigned staff regularly available for use? Yes_____ No_____

   Comment:_____

   _____

   _____

4. Are the instructional spaces provided of adequate size, with sufficient and appropriate work space, seating space and furnishings? Yes_____No_____

   Comment:_____

   _____

   _____

5. Do the facilities for your pupils maximize the potential for their integration into the life of the school? (Respond for Resource or Substantially Separate Programs only.) Yes_____ No_____

   Comment:_____

   _____

   _____

VI. Physical Facilities, Equipment, Materials and Supplies (continued)

6. Are adequate and secure storage spaces provided for program materials, equipment, and pupil records? Yes_____ No_____

   Comment:_____

   _____

   _____

7. Is appropriate confidential work space regularly available to you for performing program coordination activities? (report writing, telephoning, etc.) Yes_____ No_____

   Comment:_____

   _____

   _____

8. Are sufficient amounts of appropriate instructional materials, equipment and supplies available to you and the students you serve in satisfying the requirements of their education plans? Yes_____ No_____

   If "no" list specific exceptions:_____

   _____

   _____

   _____

   _____

9. Is there a planned program in operation for the maintenance of all special equipment? Yes_____ No _____

   Comment:_____

   _____

   _____

   _____

VII. Fiscal Support

1. Describe your involvement in the development of annual budget requests to specifically support your program._____

_____

_____

_____

2. How are unanticipated (unbudgeted requests for necessary special materials, and ancillary services, special equipment etc.,) managed by you and your local supervisor(s)?_____

_____

_____

_____

3. Are you "fairly" reimbursed for your transportation costs involved in conducting your program? Yes_____ No_____

Comment:_____

_____

_____

4. Method of teachers transportation reimbursement:
(Check one)

_____Per mile basis at $_____per mile

_____Flat rate basis at $_____for _____months.

5. Are you regularly informed by your school district(s) of opportunities for designing proposals pursuant to available federal funds?
Yes_____ No_____

Comment:_____

_____

_____

_____

VIII. Professional Preparation

1. Indicate the highest level of teacher training you have had in the area of visually handicapped:

   1_____ No formal special training
   2_____ Some isolated course work; Number of hours:_____
   3_____ Bachelor's program in education of the visually handicapped
   4_____ Master's program in education of the visually handicapped
   5_____ Post-Master's work in education of the visually handicapped

2. Other areas of related training. (Circle as many as appropriate.)

   1 Learning Disabilities_____ Semester hours
   2 Emotionally Disturbed_____ Semester hours
   3 Mental Retardation _____ Semester hours
   4 Guidance and Counseling_____ Semester hours
   5 Deaf/Blind _____ Semester hours
   6 Orientation and Mobility_____ Semester hours
   7 Early Childhood Education_____ Semester hours
   8 Other: Please list_____

3. Other areas of related experience:

   _____

   _____

4. Mass. Regular Teaching Certificate Number:_____
   Date:_____
   Area:_____

   Approval as Teacher of School Age Children with Sensory Handicaps:
   Vision Date:_____
   Other Special Education Approvals in:
   _____ Date:_____
   _____ Date:_____
   Waivers for Regular Certification Date:_____

5. What do you feel your particular professional needs to be in comparing your program of professional preparation and your particular job responsibilities? (Refer to Section V of this questionnaire.)

   _____

   _____

   _____

   _____

   _____

VIII. Professional Preparation

6. What is your proposed plan for closing these gaps, if any? (Please state proposed time frame for completing this plan.)

Please use this space to address any areas of concern and/or job satisfaction not covered by this program assessment questionnaire.

Signature_____
Teacher of the Visually Handicapped

Date of Assessment Questionnaire_____

DEPARTMENT OF EDUCATION
Division of Special Education
Bureau of Program Audit and Assistance

PAGE ____ OF ____

PROGRAM ASSESSMENT

Public School Special Education Services to Visually Handicapped Children and Youth

AGREED PLAN FOR PROGRAM IMPROVEMENT

School District(s):_____

PROGRAM ISSUES	STRATEGY FOR IMPROVEMENT	RESPONSIBLE PERSON(S)	TIME LINE
59			60

3 PROGRAM ASSESSMENT QUESTIONNAIRE: ADMINISTRATOR OR PROGRAM SUPERVISOR

School District: _____

Administration and Supervision

1. Please attach the school district's job description for your teacher of visually handicapped children.

2. Please attach the written administrative policy regarding the ongoing supervision of this staff member.

3. Please attach the written procedure for ongoing evaluation of this teacher's performance.

4. Please describe any additional methods which are used in judging the ongoing effectiveness of this program for visually handicapped pupils. (Attach Statement.)

5. Please complete the following chart to describe communication with your teacher(s) of visually handicapped.

Type of Communication	Frequency (daily, weekly, etc.)	Issues covered by communications	Effectiveness rating 1 2 3 4 5 (ineffective most effective)

6. Please complete the following chart to describe your duties in relation to your district's program for visually handicapped students.

ACTIVITY	Performed REGULARLY	OFTEN	SELDOM	NEVER
1. Planning, directing and coordinating the total visually handicapped program in coordination with the general school district program.				
2. Selecting, assigning and evaluating staff.				
3. Initiating, maintaining and updating program records to provide baseline data for decision-making and evaluation.				
4. Providing information and assistance to parents, community groups, service agencies and others.				
5. Utilizing school, community and parent resources to further the goals and objectives of the program.				
6. Preparing budget requests and determining efficient procedures for allocating program funds.				
7. Providing direct supervision assistance to all staff by reviewing case records, and observing and evaluating case management practices, and serving as consultant.				
8. Planning, in conjunction with staff and administration, programs for pupils based on needs-assessment, goal development, measurable objectives and periodic evaluation.				

ACTIVITY	Performed REGULARLY	OFTEN	SELDOM	NEVER
9. Assisting and cooperating in development of continuing education experiences for staff, and inservice training for staff school administrators and other professional and supportive personnel.				

7. For activities checked above as "never performed" please note below which individual in the school district does perform these activities.

Activity No.	Performed by
_____	_____
_____	_____
_____	_____
_____	_____

II. Fiscal Support

1. Please complete the current budget profile below indicating dollar amounts to support visually handicapped students in your school district only.

BUDGETARY PROVISIONS

Educational Services to Visually Handicapped Children

School Year 19____ - 19____

Number of Pupils Served: _____

I. Instructional Services

Teacher's Salary (including fringe benefits) $_____

Aide(s) $_____

II. Specialized Evaluation

Psychological $_____

Opthalmological/Optometric $_____

Low Vision $_____

III. Ancillary Support Services

Peripatology Services $_____

Reader Services $_____

Subject Matter Tutors $_____

Braillists $_____

IV. Specialized Instructional Materials and Equipment

Large Print Texts $_____

Braille Texts $_____

Tape Recordings $_____

Tangible Aids $_____

Other Special Equipment $_____

Specify_____

_____

_____

Low Vision Aids $_____

Specify_____

_____

_____

V. Out-of-District Placements $_____

Provided by_____ at $_____

_____ at $_____

_____ at $_____

_____ at $_____

VI. Teacher Transportation (Itinerant Programs)

Estimated Miles_____ at $_____ per mile

VII. Specialized Pupil Transportation $_____

VIII. Conferences and Professional Development $_____

Specify_____

_____

_____

TOTAL BUDGETARY PROVISIONS

2. Describe how this budget was developed and list the personnel involved in the development.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Has the school district applied for any federal grants to support the program for visually handicapped during the past three years?

yes____ No_____

Describe Funded Projects Below

Descriptive Title (Name of Project)	Sources of Funding	First Funding YEAR / AMOUNT	DURATION / TOTAL AMOUNT FUNDED	Has School Assumed Funding of the Program? Partially Totally

Please use this space to address any areas of concern not covered by this questionnaire.

_____

_____

_____

_____

_____

_____

Signature: _____
Administrator/Supervisor - Program for Visually Handicapped Children and Youth

Date of Assessment Questionnaire: _____

DEPARTMENT OF EDUCATION
Division of Special Education
Bureau of Program Audit and Assistance

PAGE ____ OF ____

PROGRAM ASSESSMENT

Public School Special Education Services to Visually Handicapped Children and Youth

AGREED PLAN FOR PROGRAM IMPROVEMENT

School District(s):_____

PROGRAM ISSUES	STRATEGY FOR IMPROVEMENT	RESPONSIBLE PERSON(S)	TIME LINE